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ABSTRACT

This document contains three workplace education curriculum frameworks that provide the underlying rationale and competencies for workplace education classes in communication, English as a second language (ESL), and literacy. The frameworks contain basic information about the content of the course, the competencies the students need to master, summaries of information needed, lists of promising instructional practices, and resources needed. The ESL curriculum for Barber Foods (levels 1-2), which includes tasks related to linguistic skills, learning and problem-solving skills, and conceptual and content basics, is included. (KC)

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WORKPLACE EDUCATION CURRICULUM FRAMEWORKS

FOR

-- COMMUNICATION --

-- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES --

-- AND LITERACY --

Casco Bay Partnership for Workplace Education, 1996

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Workplace Education Curriculum Frameworks

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COMMUNICATION FRAMEWORK

By Casco Bay Partnership Communication Strand

Casco Bay Partnership for Workplace Education
Communication Framework

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Goal of CPB Communication Education

Enhancing adult learners' work and personal lives through increased awareness and development of effective communication competencies in self and relational contexts. The primary emphasis of the curriculum is on verbal communication and corresponding literacy skills.

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I. Assumptions about Communication

* Communication is the process by which we understand others and in turn endeavor to be understood by them.

* Communication is ongoing and dynamic in nature.

* Communication is responsive to the constraints and opportunities posed by the contexts in which it takes place.

* Communication is a collective activity. Therefore, all communicators are responsible for its quality.

* Communication is also subjective in nature. Individuals bring their values, beliefs, and feelings to the process.

II. Assumptions about Communication Competence

* Communication competence involves accessing a repertoire of communication skills which may be adapted to situations in order to engage in interaction that is appropriate to the situation and accomplishes the desired outcomes.

* Communication competence is shaped by the extent of persons' ability to execute a wide range of communication strategies and by an understanding of the communication process.

* Communication competence is not just an individual ability, but is demonstrated in interaction with others.

III. Competency Framework (see attached)

IV. Communication Skills Taught by CBP Instructors

The communication curriculum teaches communication skills in context. For example, conflict management involves several communication skills, such as listening, perspective-taking, and organizing thoughts. Additional communication contexts may include team-building, presentational speaking, and supervising others.

Self

Organizing thoughts
Distinguishing between fact and feeling
Managing self identity
Perspective-taking
Knowing one's own feelings
Managing one's feelings
Reflecting on interactions

Relational

Listening
Assertive communication
Action planning
Brainstorming
Nonverbal communication
Empathy
Giving and receiving feedback
Self-disclosure
Making requests
Selecting appropriate conversational topics
Customizing messages to an audience
Asking questions
Giving instructions
Building consensus
Problem-solving

Conceptual

Understanding a model of communication
Understanding communication competence
Giving public presentations
Agenda-setting
Leadership roles
Understanding the power of language and its use
Understanding communication norms and rules
Developing persuasive arguments
Knowing social roles
Understanding small group processes
Understanding the stages of small group development
Understanding the principles of meeting management
Understanding personality and communication

V. Promising Instructional Practices

* Provide instruction regarding the processual and complex nature of communication.

* Provide instruction regarding communication competence as a general notion.

* Help the learners to set communication goals for themselves and to design lines of action to reach those goals.

* Identify the communication norms of the learners' worksite.

* Provide guiding principles for the execution of communication skills rather than formulas for skills.

* Incorporate the types of situations learners experience in the workplace.

* Discuss how values and beliefs influence the communication process.

* Encourage a climate of trust and confidentiality in the communication classroom.

* Respect the diversity of learners' needs and competencies regarding the practice of communication skills in the classroom.

* Tailor instruction to the needs of the learners.

VI. Resources, Activities, Etc.

To be compiled by the members of the communication strand. Available in the CBP main office file drawer.

PROCESS (INTERNAL) COMPETENCE

Interpretive competence
(A PROCESS OF PERCEIVING)

The ability to label, organize and interpret the conditions surrounding an interaction; knowing how to size up people and situations

role competence
(A PROCESS OF ADAPTING)

The ability to take on social roles and to know what is appropriate behavior given these roles; knowing when and how to maintain or violate social norms

self competence
(A PROCESS OF SELF-PRESENTATION)

The ability to choose and present a desired self image; knowing what one is feeling and wanting in a given situation and how to communicate this appropriately to others

goal competence
(A PROCESS OF PLANNING)

The ability to set goals, anticipate consequences, and choose effective lines of action; knowing how to best achieve one's communicative goals

message competence
(A PROCESS OF CODING)

The ability to translate general lines of action into specific message choices that others can comprehend and respond to; knowing how to code verbal, non-verbal and relational conduct

verbal competence

ability to process and use words, phrases, and other linguistic devices in an effective way

nonverbal competence

ability to process and use gestures, vocal tone, and other nonverbal codes in effective ways

relational competence

ability to process and create messages that convey the type of relationship desired at the moment (e.g., more distant than close)

PERFORMATIVE (EXTERNAL) COMPETENCE

Adapted from Trenholm & Jensen, *Interpersonal Communication*, 1996

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

FRAMEWORK

By Casco Bay Partnership ESL Strand

Casco Bay Partnership for Workplace Education
English As A Second Language Framework

Operating Principles Re Adult Language acquisition

Principle 1: Language use is authentic and contextualized.

Therefore, activities are derived from learner-generated topics and authentic communication needs and tasks.

Classroom implications: 1. Oral activities are derived from learner-generated topics. 2. Reading and writing of connected text for genuine reasons. 3. Classroom language is interactive, purposeful and meaningful.

Techniques: Use workplace/survival skills and personal/cultural background to generate lessons.

1. Picture activity with company personal hygiene policy.
2. Company plans/policies simplified using less complex oral and written language.

Principle 2: Form (grammar, phonology and discourse) supports meaning making.

Classroom implications: 1. Language structure instruction should be functional and be consonant within the context and content of the lesson.

Techniques:

1. Create/improvise "mini" exercises using appropriate contextualized grammar and vocabulary which is precipitated from lesson
2. Integrate grammar focus in an interactive activity.
3. Find a story highlighting the particular grammar point(s) and use as reference.

Principle 3: The adult's L1 (first language) system facilitates and interferes in L2 (second language) learning; interference provides greater insights to assist in learning.

Therefore, lessons should feature aspects of language which provide difficulty in communication. Comparing/contrasting L1 with L2 is an option for clarifying communication.

Classroom implications: 1. Teacher should be as aware as possible about structural differences and similarities.

Techniques:

1. Observe and listen to learner's use of L2.

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2. Ask advanced learners about L1 system.

3. Consult references: Teaching American English Pronunciation, P. Avery & S. Ehrlich (Oxford Univ. Press) and Learner English: A teacher's guide to interference and other problems, M. Swan and B. Smith, (Cambridge Press)

Principle 4: **The adult's ability and motivation to participate in curriculum development depends upon such factors as L2 proficiency, cultural background, and educational experience.**

Therefore, the learner is encouraged to participate and assume responsibility for designing the curriculum as much as possible.

Classroom implications: 1. Provide choices to learner through discussion of possibilities.

Techniques:
1. Observe workplace environment, create list of needs for learner to prioritize. Focus lessons on needs with highest priority.
2. Use index cards to prioritize choices.
3. Invite community/professional members to discuss his/her work to inspire more learnings.
4. Use "I Can..." inventory.

Principle 5: **The L2 adult's ability to process and use language is dependent on various factors such as: L1 characteristics, educational background, cognitive development, innate ability, life experiences and socio-economic background.**

Therefore, the teacher will need to incorporate the backgrounds of each learner to provide individualized instruction.

Classroom implications: 1. Obtain information on learner's background through questionnaires, peer interviews, dialogues and classroom interaction.

Techniques:
1. Have learners bring pictures, artifacts, food, music, etc. to share with class.
2. Have each learner tell their "life story" (any biographical information)

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through: a. draw picture of house/room in native country
b. draw picture of significant friend
c. draw picture of self as adolescent

3. Use resource such as Material World or "National Geographic" to stimulate discussion.
4. Description of important person/past activity/experience/family/job.
5. Time line of important dates.

ESL Curriculum for Barber Foods: levels 1-2 (Part 1 -- Who We Are)

Communicative Task Assessment: Was task accomplished?	Linguistic Skill Assessment: Was language used in accordance with standard patterns of American English?	Learning/Problem-solving Skill Assessment: Were techniques for effective learning or problem-solving used?	Conceptual/Content Assessment: Was knowledge about given practices applied to the task?
introduce self to others introduce another person to a third party	use formulaic phrases for greetings: Hi, Hello, My name is..., How are you? Nice to meet you, See you later, Bye, etc. Use names and titles for direct address. "This is ..." Yes, No/Ok -- with intonation for (a) declarative remarks	employ strategies for indicating comprehension and non-comprehension, linguistic (partial repeating of what was said) and paralinguistic (nod, smile, shrug, raised eyebrows, hands outstretched, etc.)	American culture: business v. social, shaking hands, eye contact, distance apart, touching, names/terms of direct address, American greeting conventions: egalitarianism and degrees of formality. Cross-cultural comparisons of greetings
express non-comprehension, request "language help" in various ways	use formulaic phrases and gestures for: I don't understand, Could you repeat that, I'm learning English, Slowly please, Excuse me, Do you know ?, What is ?, etc.	develop confidence building strategies for requesting assistance, asserting one's need for information, getting lang. help from the native speaker, emotional strategies for c ping with negative experiences	Universal strategies for language "help": repetition, simplified speech, slowed speed, hand gestures/pictures or mime, paraphrase, third party interpretation or translation, bilingual dictionary or phrasebook (pros and cons, strategies that don't work; coping with negative experiences); cross-cultural comparison of body language; common gestures for basic communication and possible misinterpretation
interact with native speakers at a basic communicative level	use conversational phrases for simple responses (please, thank you, no thank you, you're welcome, etc.)	overcome fears about talking to native speakers, acknowledging learners' rights as speaker, communicator	
spell orally name, address, country, native language, phone number	name letters of the alphabet, pronounce names of letters in close approximation to American phonology), Excuse me; How do you spell ?, name numbers 1-12	employ strategies for non-comprehension and repetition; use letter association with common word ('B' like BIG)	Format of American names (first/last), addresses and phone numbers (order and meaning of information, abbreviations, area/zip code) geography (world-local), maps
write name, basic information about self on simple form address an envelope	write letters of the alphabet (caps and lower case); write numbers 1-9, name numbers 1-100; write name (first, middle,last), address, phone, name of country, native language, name of company, sex, age, birthdate, marital status, native language, length of time in U.S., height weight, eye color (all key words and basic instructions. Ask/answer questions pertaining to basic information (What's your name; How old/tall are you; Where are you from? Subject pronouns: s/he, we, they, verb 'be')	Getting help: requesting explanations or assistance to fill out a form or exchange basic information about personal identification locating key information (title of form, instructions, signature line)	Common style of American forms: reading left-right, top-bottom, page numbers, common abbreviations and layout, authentic examples of forms: work, bank, child care, school, medical, driver's license, library, insurance, subscription, order form American weights and measures for people (lbs., feet, inches), postal system: envelopes, stamps, mailboxes, post office

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ESL Curriculum for Barber Foods: levels 1-2 (Part 2 -- What We Do)

Communicative Task	Linguistic Skill	Learning/Problem-solving Skill	Conceptual/Content

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describe basic relationships: family, work, school, strangers -- including titles of direct address Mr, Ms, Mrs, Miss; make introductions to/between various people with relative degress of formality	use vocabulary for personal and professional relationships (family members, work, school, strangers), titles (Sir, Ma'am), Subject and personal pronouns, verb 'be', conversational phrases: Really? That's interesting / good / nice / too bad, I'm sorry, Me too, etc.; use of plurals with pronunciation of final 's' consonant, this/that and these/those, discriminate between 's' and 'z' sounds (Miss, Ms, Mrs)	Asking for information, requesting clarification, acknowledging that the message was understood, giving/getting feedback	American naming conventions (first/middle/last --family names, male/female, Where does your name come from?, cross-cultural comparisons) What do you call the teacher, boss, neighbor/landlord, cop, classmate, co-worker...? cross-cultural comparisons of terms of address: status, age, gender, formality, etc.
orally describe individual preferences and tendencies for language learning methods, describe personal feelings in language learning contexts	use 'I like...', 'I don't like...', verb 'be', 'I feel...' (vocabulary for feelings), I need/want English for	Recognizing and acknowledging differences in learning styles and strategies; setting individualized learning goals, prioritizing personal needs for English	significant learnings, English/American ambivalence, culture shock, the American classroom, adults v. children as second language learners, academic expectations and the role of teacher/learner: cross-cultural comparisons

LITERACY FRAMEWORK

By Casco Bay Partnership Literacy Strand

Goal of Literacy Learning:

The empowerment and enrichment of learners through authentic and purposeful literacy involvement

Assumptions About Language Learning	How these assumptions inform our teaching practices in the Workplace Education classroom	Instructional Guidelines
* Language is a meaning-making process learned through purposeful use	Models language use in authentic ways Integrates listening, speaking, reading, & writing in the curriculum	• Reading and writing of connected text and speaking for genuine reasons. • Majority of writing on self-selected topics • Essential components of reading instruction: Reading aloud to students, teacher-guided reading, independent reading
* Language learning originates from and builds upon learner's life experience	Uses student's experiences to build a participatory curriculum Meets the students where they are Respects the learner's control over his or her own learning	• Uses composition to develop student's voice • Changes in writing are negotiated • Response to reading and writing clarifies and extends meaning while serving as an aid to reflection
* Language learning is an active constructive process that proceeds from whole to part.	Integrates instruction & assessment Uses dialogue to develop students' awareness of their own thinking Teaches strategies as needed through problem-solving	• Majority of time spent on language use rather than analysis • Editing occurs when a writer chooses to publish or otherwise requests • Revision/editing is done by the writer with support as requested
* Language is learned in social environments.	Establishes an environment where learner's opinions and ideas are valued Facilitates sharing learner's experiences & knowledge through group interactions	• Provides opportunities to share reading/writing • Provides opportunities to publish for a wider audience • Individual, large and small group instruction takes place

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Best Practices

"Models language use in authentic ways":
- Reads real texts aloud to students
- Shares own reading with students
- Writes with students, shares own writing
- Facilitates discussions and oral language practice around work, personal lives & issues, "life skills," and material read aloud or together

(Note: Connec d text = text of at least 1 paragraph in length)

Self-selected topics:
- For total beginners: writing (independently) a sentence with self-selected stem (recording strategies will necessarily be stressed).
- For all: At *least* limited, guided choices given re what to read, dictate, or write about.

Examples of developing student's voice:
- (a) After news article or book selection is read aloud, students are invited to write or dictate their interpretations or personal reactions
- (b) Composition stems from students' life experiences or work experiences or thoughts or opinions that they want to share. When none are forthcoming, use more of (a).

Changes in writing:
- Decisions re *revision of content* are entirely up to student. We may question, suggest, or nudge, but WRITER decides (retains own voice).
- For *editing*: gradual movement from teacher doing (or showing) all to student taking more and more responsibility. Use editing checklists and focus correcting (except for beginners).

Responding:
- ALWAYS respond to content before form.
  Reading: Discover and discuss meaning constructed by student. Elicit retelling, interpretation, personal response, not necessarily in that order.
  Writing: Reflection of writer's message, questions about or responses to content.
  Then address form. (focus corrections, oral reading for accuracy, literal comprehension IF NEEDED).

(Note: Examples of "language use":
- Dictating, rereading LEA "story"
- Reading (with or without support), discussing piece of text
- Composition (writing generated by student)
- Conversing

Examples of language analysis:
- Practicing alphabet, phonics instruction
- Grammar study)

How to implement analysis:
- Minilesson based on demonstrated need, connected to "language use" activity.
- Minilesson based on students' questions, requests for explanation.
- Assess "skills" in context of reading/writing/conversing activities.
- Keep analysis brief.

Example of teaching strategy through problem solving:
Reader is selecting words from list to complete sentences (cloze exercise). Ask how reader selected. Get him/her to articulate thought process (it was the only one that made sense, it starts with s, etc.). If strategies are lacking, teach them in this context.

Editing:
- Edit with writer when piece will be published/read by others. Edit if writer specifically requests this. Use focus correcting and individualized editing checklists for items that are student's responsibility. Instructor finishes editing for publication. Over (long) time, there is gradual release of responsibility to writer.
- Do not edit response journals or other personal correspondence with student. Rather, use correct forms in your written reply.

Sharing reading/writing:
Possibilities include individual student-teacher conferences, pairs, small or large group discussions of reading & sharing of writing. Choice depends on students' comfort level (fewer people = safer).

Publication options:
Within class, within workplace, Writers at Work, larger community (newspaper, etc.)

Examples of grouping/activities:
Large group: reading aloud to students, discussing common reading, sharing writing.
Individual: written responses in journal, conferences with teacher.
Small group: paired (cooperative) reading, reading discussion group, writing group for sharing, editing, etc.

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